

ST ANDREWS MIDDLE

1231 Bluefield Rd.
Columbia, S. C. 29169

GRADES 6-8 Middle School

ENROLLMENT 830 Students

PRINCIPAL Kenneth Richardson 803-731-8910

SUPERINTENDENT Dr. Ronald L. Epps 803-231-7500

BOARD CHAIR Vince Ford 803-231-7556

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	1	3	28	1

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Below Average	Below Average	No

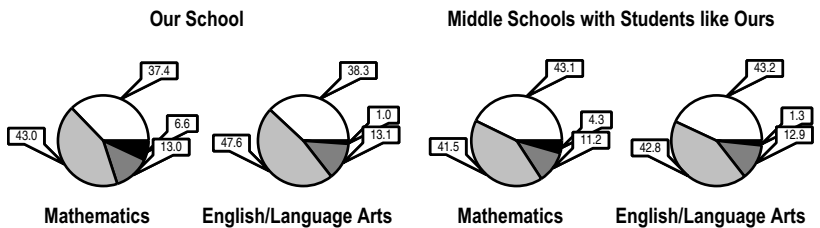
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	821	99.0	37.6	48.3	13.1	1.0	21.5	Yes	Yes
Gender									
Male	425	98.8	43.7	46.2	9.0	1.1	15.4		
Female	396	99.2	31.3	50.4	17.4	0.9	27.8		
Racial/Ethnic Group									
White	24	100.0	10.0	45.0	45.0	0.0	55.0	I/S	I/S
African-American	783	99.0	38.4	48.4	12.2	1.0	20.5	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	711	99.7	35.5	49.6	13.7	1.1	23.4		
Disabled	110	94.6	53.0	38.6	8.4	0.0	7.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	821	99.0	37.6	48.3	13.1	1.0	21.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	820	99.0	37.7	48.2	13.1	1.0	21.5		
Socio-Economic Status									
Subsidized meals	568	98.9	41.8	46.9	10.4	0.8	18.8	Yes	Yes
Full-pay meals	238	99.2	27.8	51.4	19.3	1.4	27.8		

Mathematics - State Performance Objective = 15.5%									
All Students	821	99.0	36.9	43.6	13.0	6.6	31.2	Yes	Yes
Gender									
Male	425	98.8	36.7	43.7	11.8	7.8	32.5		
Female	396	99.2	37.1	43.5	14.2	5.2	29.9		
Racial/Ethnic Group									
White	24	100.0	10.0	30.0	30.0	30.0	70.0	I/S	I/S
African American	783	99.0	37.7	44.1	12.5	5.8	30.1	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	711	99.7	33.9	44.3	14.5	7.3	34.6		
Disabled	110	94.6	59.0	38.6	1.2	1.2	6.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	821	99.0	36.9	43.6	13.0	6.6	31.2		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	820	99.0	36.8	43.7	13.0	6.6	31.2		
Socio-Economic Status									
Subsidized meals	568	98.8	40.1	43.1	11.0	5.7	28.0	Yes	Yes
Full-pay meals	238	99.6	29.6	44.6	17.4	8.5	38.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	293	95.9	37.2	46.0	14.6	2.1	16.7
	Grade 7	255	99.2	42.5	46.1	10.0	1.4	11.4
	Grade 8	273	97.4	49.4	42.5	8.2	N/A	8.2
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	267	99.3	42.5	39.7	16.7	1.2	17.9
	Grade 7	291	99.7	33.7	57.4	8.9	N/A	8.9
	Grade 8	263	98.1	39.4	49.0	10.0	1.7	11.6

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	293	99.7	33.1	40.3	20.6	6.0	26.6
	Grade 7	255	99.6	39.1	42.7	12.7	5.5	18.2
	Grade 8	273	98.9	53.6	38.7	6.8	0.9	7.7
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	267	98.9	25.1	43.0	21.9	10.0	31.9
	Grade 7	291	99.7	37.4	45.2	11.1	6.3	17.4
	Grade 8	263	98.5	50.0	42.1	5.4	2.5	7.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 830)				
Students enrolled in high school credit courses (grades 7 & 8)	34.6%	Down from 40.8%	7.8%	14.6%
Retention rate	2.3%	Down from 2.5%	4.6%	3.0%
Attendance rate	99.3%	Up from 98.2%	95.3%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.0%		7.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.8%		7.8%	5.3%
Eligible for gifted and talented	13.2%	Down from 14.1%	9.8%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.7%	Up from 10.2%	14.8%	13.9%
Older than usual for grade	1.7%	Down from 3.7%	5.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.6%	Up from 0.2%	0.8%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	53.6%	Up from 43.6%	47.8%	48.7%
Continuing contract teachers	75.0%	Down from 78.2%	75.0%	81.7%
Highly qualified teachers**	85.1%	N/A	87.8%	90.4%
Teachers with emergency or provisional certificates	13.5%		8.7%	5.3%
Teachers returning from previous year	87.7%	Up from 78.1%	81.6%	85.1%
Teacher attendance rate	92.8%	Down from 95.0%	94.4%	94.8%
Average teacher salary	\$42,346	Up 5.2%	\$39,543	\$40,566
Prof. development days/teacher	12.4 days	Down from 13.2 days	11.4 days	11.0 days

School				
Principal's years at school	20.0	Up from 19.0	3.0	3.3
Student-teacher ratio in core subjects	21.1 to 1	Down from 22.4 to 1	19.8 to 1	21.3 to 1
Prime instructional time	91.0%	Down from 92.0%	88.4%	89.3%
Dollars spent per pupil*	\$6,572	Up 9.7%	\$6,552	\$5,821
Percent of expenditures for teacher salaries*	59.1%	Up from 58.0%	60.4%	61.8%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	88.0%	Up from 83.9%	93.6%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	91.3%	92.0%
Highly qualified teachers in high poverty schools**	90.3%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

At St. Andrews Middle School, our mission is to ensure the present and future success for all students. The students' learning needs are the primary focus of all decisions affecting the work of the school and continue to guide our school improvement efforts.

Student achievements include seven Duke TIP Scholars, eight South Carolina Junior Scholars, first place in the Visual Literacy Festival Book Production Contest, participation in USC's Talent Search Program and one student's receiving an Outstanding Performance Award in the Region II Science & Engineering Fair. Seventh-graders participated in the GEAR-UP Program at Benedict College, and an eighth-grader was accepted to the Governor's School for the Arts. Band accomplishments included eight students selected to the Richland One Honor Band, 13 students received Superior ratings and five received Excellent ratings at the Solo and Ensemble Festival. Choral awards included Excellent awards in two SC Music Educators Association Choral Clinics, the USC Middle School Honor's Clinic and the district's Honor's Clinic.

Test results indicated a need for improvement in the areas of English/Language Arts and Math. Instructional time in ELA and Math was increased to 90 minutes each day at each grade level, and Reading and Math Labs were incorporated into the Related Arts schedule for students who scored Below Basic on the PACT. Academic assistance was provided through three after-school programs that focused on tutoring, homework assistance and other enrichment activities.

Because parental involvement in school activities tends to wane at the middle school level, the Lunch Buddies Program continues, as do other mentoring initiatives sponsored by Colonial Supplemental and other business and faith-based partners.

Kenneth L. Richardson, Principal, St. Andrews Middle School

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	225	122
Percent satisfied with learning environment	74.5%	62.8%	68.6%
Percent satisfied with social and physical environment	72.5%	74.7%	60.7%
Percent satisfied with home-school relations	51.0%	82.8%	51.8%

*Only students at the highest middle school grade level at this school and their parents were included.